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16. INDEXING TERMS (6-12)

group guidance	ninth grade	school adjustment	student motivation	Madison Area
seventh grade	teenage problems	study skills	vocational guidance	Project,
eighth grade	occupational information	dating	social adjustment	Syracuse,
	sex education	guidance personnel		New York

17. ABSTRACT (MAX. 250 WORDS)

The suggested outline begins with an orientation to Group Guidance, an attempt to help the student understand the functions of group guidance and of the guidance personnel (the counselor, social worker, psychologist, and psychiatrist). The outline also suggests that discussions deal with problems faced in adjusting to school, in getting along with parents, and in overcoming prejudicial attitudes. Such topics as dating, sex, smoking, and alcohol are recommended in consideration of the special world of the 7th grade student. Occupational information and academic planning should be included in group guidance at this level.

At the 8th grade level it is suggested that group guidance begin with helping each student to know himself and others. He should begin to consider the process of social interaction taking place in the community. A study of occupations and of teenage problems such as sex, alcohol, and race is recommended.

Group guidance for the 9th grade is composed of centers on four major units. The first deals with study skills, attempting to reinforce good study habits and to activate motivation. The second unit is entitled Personality-School and Community Adjustment. The purpose is to strengthen values of self-worth, to realize personal assets and liabilities, and to develop social skills. Vocational and occupational information is the subject of Unit III. The final unit, orientation and preparation for transition, is designed to help students adjust to new situations.

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Appendix E

Suggested Typical Content Outline for Junior High School Group Guidance

Madison Junior High School
1964

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

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Notation on Preceeding Outlines for 7th, 8th, and 9th Grades

The topics listed are not in a sequential order and may be used as certain events or scheduling makes their use feasible. The headings listed are only suggested areas for introductions of the topic and not a lesson plan.

The use of films, filmstrips, tape recorders and resource people can be used in all areas to a great advantage. The amount of pupil involvement in planning will be determined by the topic and capability of that class.

SEVENTH GRADE:

Mr. George Roth, Guidance Counselor.

I. Orientation of Group Guidance

A. Why Group Guidance?
B. Topics to be discussed this year
C. Functions of counselor, social worker, psychologist, psychiatrist

II. Discussion of problems faced in school

A. Adjustment to new schedule.
B. Adjustment to teachers.
C. Problems you may face this year.

III. Attitudes Toward Parents

A. How do I feel about my parents?
B. Why do my parents act this way?
C. What responsibilities do I have?

IV. Nature of Prejudiced attitudes

A. What is Prejudice?
B. What caused Prejudice?
C. Where is it seen?
D. How can it be overcome?

V. Occupational Information

A. What kind of job do you want?
B. Why do you want this job?
C. Do you know facts about:

1. Training and skills needed
2. Wages
3. Chances for advancement
4. Etc.

D. Where to locate information about other jobs
E. Discussion of job formalies

VI. Dating

A. Why do boys and girls date?
B. What is a good date?
C. What part should parents play?
D. How old should you be to date?
E. Should you have rules about dating?

VII. Sex

A. Discussion of physical and anatomical portion of sex
B. Discussion of pregnancy
C. Discussion of Venoral Diseases

VIII. Smoking

A. What are the physical effects of smoking?
B. Why do people smoke?
C. What should I do?

IX. Alcohol

A. Why do people drink?
B. What is the effect of alcohol on the body?
C. How do they make alcohol?
D. What is AA?

X. Interpretation of test data

A. Explanation of results of tests
B. Comparison of test data of other schools
C. Explanation of how test results effect students educational planning

XI. Academic Planning

A. Discussion of student interests and abilities
B. Discussion of various plans available to student
C. Discussion of the areas of work or further education the track will let them enter

EIGHTH GRADE:

Mr. Robert DiFlorio, Guidance Counselor

I. Knowing yourself and others

A. Personality
B. Emotions
C. Individuality
D. Family
E. Peer groups

II. Interaction with others

A. Coping with problems of community
B. Community resources and activities
C. Group activities in community

III. Occupations

A. Study of occupations (total environment)

IV. School

A. Figures in school
B. School activities
C. School achievement
D. Educational advantages
E. School and self satisfaction

V. Teen-age problems

A. Sex
B. Alcohol
C. Race
D. Physical

NINTH GRADE:

Mrs. Gladys Alridge, Guidance Counselor.

Unit I. Study Skills (five sessions)

A. Purpose

1. Reinforce study skills
2. Activate motivation

B. Method

1. Structured setting
2. Teacher centered
3. Material presented, considered and reviewed

C. Material

1. Relevant vs irrelevant differentiation
2. Chronology
3. Logical order
4. Wise use of time and materials

Unit II. Personality, school and community adjustment (five sessions)

A. Purpose

1. Strengthen values of self-worth, ego
2. Realization of assets and liabilities
3. Develop communication and social skills

B. Method and materials

1. Group discussion
2. Presentation of printed and mimeographed materials
3. Self appraisals
4. Incomplete sentence blanks
5. Institution of group leaders and independence in discussion and presentation of topics and materials
6. Student-centered situations

Unit III. Vocational and Occupational Information (ten sessions)

A. Purpose

1. Familiarize students with various fields and opportunities
2. To pursue their interests in vocations

3. To motivate interest in choice
4. To assist in beginning to plan or to set goals
5. Determine qualifications necessary for various occupations and vocations and limitations
6. Discuss unskilled, semi-skilled and professional jobs
7. Discuss and explore educational qualifications

B. Method and Materials

1. D.O.T.
2. Chronicle Career Kit and information
3. Discuss and explore Federal Government Information
4. Drop-outs, marks, attitude, plans, sacrifice, etc.
5. Student led group discussion on all above topics

Unit IV. Orientation and Preparation for transition and articulation

A. Purpose

1. To assist students in thinking regarding adjustments to other situations
2. Interpret high school programs
3. Importance of achievement
4. Unfamiliar methods and materials
5. Larger classes and more distractions
6. More impersonal setting, specific materials
7. Social and educational adjustment

B. Methods and Materials

1. Class discussions
2. Student chosen and presented topics
3. Committee and group presentations (panels)
4. Presentation and interpretation of information received from Central teachers and counselors